Design and Technology Skills and Knowledge Progression

		Nursery Exploring material	EYFS Structures: Junk moddelling	Year 1 Textiles: Puppets	Year 2 Mechanisms: Moving monster	Year 3 Electrical systems: Torches	Year 4 Structures: Pavilions	Year 5 Digital World: Electronic charms	Year 6 Electronical systems: Steady hand game

Design and Technology Skills and Knowledge Progression

Autumn Term	**National Curriculum / Development Matters**	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Use research and develop design criteria to inform the design of innovative, functional, appealing	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and

Design and Technology Skills and Knowledge Progression

				Evaluate their ideas and products against design criteria		Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	aesthetic qualities Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Design and Technology Skills and Knowledge Progression

	Knowledge	<u>Background research</u> Explore different materials, using all my senses to investigate them. Manipulate and play with different materials. Explore different materials freely, to develop their own ideas about how to use them and what to make. <u>Design</u> Use my imagination as they consider what they can do with different materials. Develop my own ideas and then decide which materials to use to express them. <u>Evaluate</u> I can tell you what I have made and how I made it.	<u>Background research</u> Explore different materials freely and build upon their previous learning to refine and develop their ideas about how to use them and what to make. <u>Design</u> Think of and discuss what they would like to make given a range of materials. <u>Evaluate</u> Discuss problems and suggest how they may be solved. Say whether or not I have achieved my aims.	<u>Background research</u> Understand what a product is and who it is for. Understand how a product works and how it is used. <u>Design</u> Use my own ideas to design something. Describe how my idea works. Explain to someone else how I want to make my product. Make a simple plan before making. <u>Evaluate</u> Explain what works well and not so well in the model I have made.	<u>Background research</u> Understand what a product is and who it is for. Understand how a product works and how it is used. identify where you might find this product. <u>Design</u> Identify the materials used to make the product. Express and opinion about a product. Think of an idea and plan what to do next. Explain why I have chosen specific textiles. <u>Evaluate</u> Explain what went well with my work. <u>Cooking and nutrition</u> Weigh ingredients to use in a recipe. Describe the ingredients I am using when making a dish or cake.	<u>Background research</u> Identify who made the product, when it was made and what its purpose is. Identify what the product has been made from. Evaluate the product on design and use. <u>Design</u> Use ideas from other people when I am designing. Produce a plan and explain it. Persevere and adapt work when original ideas do not work. Communicate ideas in a range of ways including by sketches and drawings which are annotated. <u>Evaluate</u> Evaluate and suggest improvements for a design. Evaluate products both for their purpose and their appearance. Explain how the original design has been improved. Present a product in an interesting way.	<u>Background research</u> Identify who made the product, when it was made and what its purpose is. Identify what the product has been made from and where to get the materials. Evaluate the product on design and use. <u>Design</u> Prove that a design meets a set criteria. Design a product and make sure that It looks attractive. Choose a material for both its suitability and its appearance <u>Evaluate</u> Explain how to improve my finished model. Know why a model has or has not been successful.	<u>Background research</u> Identify who made the product, when it was made and what its purpose is. Identify what the product has been made from and how environmentally friendly the materials are. Evaluate the product on design, appearance and use. . <u>Design</u> Come up with a range of ideas after collecting information from different sources. Produce a detailed, step by step plan. Explain how a product will appeal to a specific audience. . <u>Evaluate</u> Suggest alternative plans; outlining the positive features and the drawbacks.	<u>Background research</u> Identify what the product has been made from and how environmentally friendly the materials are. Evaluate the product on design, appearance and use. <u>Design</u> Identify the cost to make the product and whether it has any other purposes (for example Leading innovation of the time, trend setting) Use market research to inform my plans and ideas. Follow and refine original plans. Justify my plans in a convincing way. <u>Evaluate</u> Know how to test and evaluate designed products. Explain how products should be stored and give reasons.

Design and Technology Skills and Knowledge Progression

								Evaluate appearance and function against original criteria.	Evaluate my product against clear criteria.
	Skills	Make Join different materials and explore different textures. Make simple models which express their ideas.	Make Use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Begin to use a range of materials and tools independently	Make Use my own ideas to make something. Choose appropriate resources and tools.	Make Choose tools and materials and explain why I have chosen them. Join materials and components in different ways. Measure materials to use in a model or structure. Make a product which moves. Technical knowledge Make my model stronger and more stable. Use wheels and axels when appropriate to do so.	Make Know which tools to use for a particular task and show knowledge of handling the tool. Know which material is likely to give the best outcome. Measure accurately. Technical knowledge Link scientific knowledge by using lights, switches or buzzers. I can use electrical systems to improve the quality of the product. I can use IT where appropriate to add to the quality of the product.	Make Follow a step-by-step plan, choosing the right equipment and materials. Select the most appropriate tools and techniques for a given tasks. Work accurately to measure, make cuts and make holes. Know how to strength a product by stiffening a given part or reinforce a part of the structure.	Make Use a range of tools and equipment competently. Make a prototype before making a final version. Technical knowledge Use more complex IT programs to help enhance the quality of the product produced.	Make Know which tool to use for a specific practical task. Know how to use any tool correctly and safely. Know what each tool is used for. Explain why a specific tool is best for a specific action Technical knowledge Use electrical systems correctly and accurately to enhance a given product.

Design and Technology Skills and Knowledge Progression

		Nursery Using my imagination: materials	EYFS Textiles: Bookmarks	Year 1 Cooking and nutrition: Fruit and vegetables	Year 2 Cooking and nutrition: A balanced diet	Year 3 Cooking and nutrition: Eating seasonally	Year 4 Cooking and nutrition: What could be healthier?	Year 5 Cooking and nutrition: Adapting a recipe	Year 6 Cooking and nutrition: Come dine with me

Design and Technology Skills and Knowledge Progression

Spring Term	**National Curriculum /Development Matters**	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Understand and apply the principles of nutrition and learn how to cook. Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and	Understand and apply the principles of nutrition and learn how to cook. Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their	Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles	Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Investigate and analyse a range of existing products

Design and Technology Skills and Knowledge Progression

				products against design criteria	products against design criteria	functional properties and aesthetic qualities Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	and ingredients, according to their functional properties and aesthetic qualities Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	and ingredients, according to their functional properties and aesthetic qualities Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Design and Technology Skills and Knowledge Progression

	Knowledge	<u>Background research</u> Explore different materials, using all my senses to investigate them. Manipulate and play with different materials. Explore different materials freely, to develop their own ideas about how to use them and what to make. <u>Design</u> Use my imagination as they consider what they can do with different materials. Develop my own ideas and then decide which materials to use to express them. <u>Evaluate</u> I can tell you what I have made and how I made it.	<u>Background research</u> Explore different materials freely and build upon their previous learning to refine and develop their ideas about how to use them and what to make. <u>Design</u> Think of and discuss what they would like to make given a range of materials. <u>Evaluate</u> Discuss problems and suggest how they may be solved. Say whether or not I have achieved my aims.	<u>Background research</u> Identify where you might find this product. <u>Design</u> Use my own ideas to design something. Explain to someone else how I want to make my product. Make a simple plan before making. <u>Evaluate</u> Explain what I have made	<u>Background research</u> Identify where you might find this product. <u>Design</u> Express and opinion about a product. Think of an idea and plan what to do next. <u>Evaluate</u> Explain what went well with my work. <u>Cooking and nutrition</u> Weigh ingredients to use in a recipe. Describe the ingredients I am using when making a dish or cake.	<u>Design</u> Prove that a design meets a set criteria. Design a product and make sure that It looks attractive. <u>Evaluate</u> Explain how to improve my finished model. Know why a model has or has not been successful.	<u>Design</u> Use ideas from other people when I am designing. Produce a plan and explain it. Persevere and adapt work when original ideas do not work. <u>Evaluate</u> Evaluate and suggest improvements for a design. Evaluate products both for their purpose and their appearance. Explain how the original design has been improved. Present a product in an interesting way.	<u>Background research</u> Identify who made the product, when it was made and what its purpose is. Identify what the product has been made from and how environmentally friendly the materials are. Evaluate the product on design, appearance and use. <u>Design</u> Come up with a range of ideas after collecting information from different sources. Produce a detailed, step by step plan. Explain how a product will appeal to a specific audience. <u>Evaluate</u> Suggest alternative plans; outlining the positive features and the drawbacks. Evaluate appearance and function against original criteria.	<u>Background research</u> Identify who made the product, when it was made and what its purpose is. Identify what the product has been made from and how environmentally friendly the materials are. Evaluate the product on design, appearance and use. <u>Design</u> Identify the cost to make the product and whether it has any other purposes (for example Leading innovation of the time, trend setting) Use market research to inform my plans and ideas. Follow and refine original plans. Justify my plans in a convincing way. Show that I consider culture and society in my plans and designs. <u>Evaluate</u> Know how to test and evaluate designed products. Explain how products should be

Design and Technology Skills and Knowledge Progression

									stored and give reasons. Evaluate my product against clear criteria.
	Skills	Make Join different materials and explore different textures. Make simple models which express their ideas.	Make Use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Begin to use a range of materials and tools independently	Make Use my own ideas to make something. Choose appropriate resources and tools. <u>Cooking and nutrition</u> Cut food safely.	Make Choose tools and materials and explain why I have chosen them.	Make Follow a step-by-step plan, choosing the right equipment and materials. Select the most appropriate tools and techniques for a given tasks. <u>Cooking and nutrition</u> Describe how food ingredients come together. Weigh out ingredients and follow a simple recipe to create a dish. Talk about which food is healthy and which food is not. Know when food is ready for harvesting	Make Know which tools to use for a particular task and show knowledge of handling the tool. Know which material is likely to give the best outcome. Measure accurately. <u>Cooking and nutrition</u> Know how to be both hygienic and safe when using food. Bring a creative element to the food product being designed.	Make Use a range of tools and equipment competently. <u>Cooking and nutrition</u> Be both safe and hygienic in the kitchen. Know how to prepare a meal by collecting the ingredients in the first place. Know which season various foods various foods are available for harvesting.	Make Know which tool to use for a specific practical task. Know how to use any tool correctly and safely. Know what each tool is used for. Explain why a specific tool is best for a specific action <u>Cooking and nutrition</u> Explain how food ingredients should be stored and give reasons. Work within a budget to create a meal. Understand the difference between a savoury and a sweet dish.

		Nursery Making models	**EYFS Structures: Boats**	**Year 1 Mechanisms: Wheels and axels**	**Year 2 Structures: Baby bear's chair**	**Year 3 Mechanical systems: Pneumatic toys**	**Year 4 Mechanical systems: Making a slingshot car**	**Year 5 Textiles: Waistcoats**	**Year 6 Structures: Bridges**

Design and Technology Skills and Knowledge Progression

Summer Term	**National Curriculum / Development Matters**	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients,	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Design purposeful, functional, appealing products for themselves and other users based on design criteria Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a range of tools and equipment to perform practical	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Design and Technology Skills and Knowledge Progression

				Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Build structures, exploring how they can be made stronger, stiffer and more stable	according to their functional properties and aesthetic qualities Evaluate their ideas and products against design criteria Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate their ideas and products against design criteria Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Understand and use mechanical systems in their	tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Design and Technology Skills and Knowledge Progression

							products [for example, gears, pulleys, cams, levers and linkages]	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Design and Technology Skills and Knowledge Progression

	Knowledge	<u>Background research</u> Explore different materials, using all my senses to investigate them. Manipulate and play with different materials. Explore different materials freely, to develop their own ideas about how to use them and what to make. <u>Design</u> Use my imagination as they consider what they can do with different materials. Develop my own ideas and then decide which materials to use to express them. <u>Evaluate</u> I can tell you what I have made and how I made it.	<u>Background research</u> Explore different materials freely and build upon their previous learning to refine and develop their ideas about how to use them and what to make. <u>Design</u> Think of and discuss what they would like to make given a range of materials. <u>Evaluate</u> Discuss problems and suggest how they may be solved. Say whether or not I have achieved my aims.	<u>Background research</u> Understand what a product is and who it is for. Understand how a product works and how it is used. Identify where you might find this product. <u>Design</u> Use my own ideas to design something. Describe how my idea works. Design a product which moves. Explain to someone else how I want to make my product. Make a simple plan before making. <u>Evaluate</u> Describe how something works. Explain what works well and not so well in the model I have made.	<u>Background research</u> Understand what a product is and who it is for. Understand how a product works and how it is used. identify where you might find this product. <u>Design</u> Identify the materials used to make the product. Express and opinion about a product. Think of an idea and plan what to do next. <u>Evaluate</u> Explain what went well with my work. <u>Technical knowledge</u> Make my model stronger and more stable.	<u>Design</u> Prove that a design meets a set criteria. Design a product and make sure that It looks attractive. <u>Evaluate</u> Explain how to improve my finished model. Know why a model has or has not been successful.	<u>Design</u> Use ideas from other people when I am designing. Produce a plan and explain it. Persevere and adapt work when original ideas do not work. Communicate ideas in a range of ways including by sketches and drawings which are annotated. <u>Evaluate</u> Evaluate and suggest improvements for a design. Evaluate products both for their purpose and their appearance. Explain how the original design has been improved. Present a product in an interesting way.	<u>Background research</u> Identify what the product has been made from and how environmentally friendly the materials are. Evaluate the product on design, appearance and use. <u>Design</u> Come up with a range of ideas after collecting information from different sources. Produce a detailed, step by step plan. Explain how a product will appeal to a specific audience. <u>Evaluate</u> Suggest alternative plans; outlining the positive features and the drawbacks. Evaluate appearance and function against original criteria.	<u>Background research</u> Identify who made the product, when it was made and what its purpose is. Identify what the product has been made from and how environmentally friendly the materials are. Evaluate the product on design, appearance and use. <u>Design</u> Identify the cost to make the product and whether it has any other purposes (for example Leading innovation of the time, trend setting) Use market research to inform my plans and ideas. Follow and refine original plans. Justify my plans in a convincing way. Show that I consider culture and society in my plans and designs. <u>Evaluate</u> Know how to test and evaluate designed products. Explain how products should be stored and give reasons.

Design and Technology Skills and Knowledge Progression

									Evaluate my product against clear criteria.
	Skills	<u>Make</u> Join different materials and explore different textures. Make simple models which express their ideas.	<u>Make</u> Use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Begin to use a range of materials and tools independently	<u>Make</u> Use my own ideas to make something. Make a product which moves. Choose appropriate resources and tools.	<u>Make</u> Choose tools and materials and explain why I have chosen them. Join materials and components in different ways. Measure materials to use in a model or structure.	<u>Make</u> Follow a step-by-step plan, choosing the right equipment and materials. Select the most appropriate tools and techniques for a given tasks.	<u>Make</u> Know which tools to use for a particular task and show knowledge of handling the tool.	<u>Make</u> Use a range of tools and equipment competently.	<u>Make</u> Know which tool to use for a specific practical task. Know how to use any tool correctly and safely. Know what each tool is used for. Explain why a specific tool is best for a specific action <u>Technical knowledge</u> Use knowledge to improve a made product by strengthening, stiffening or reinforcing.